

# Student-Led Surveys at School

Student-Led Surveys Promote  
Inclusive, Collaborative Learning

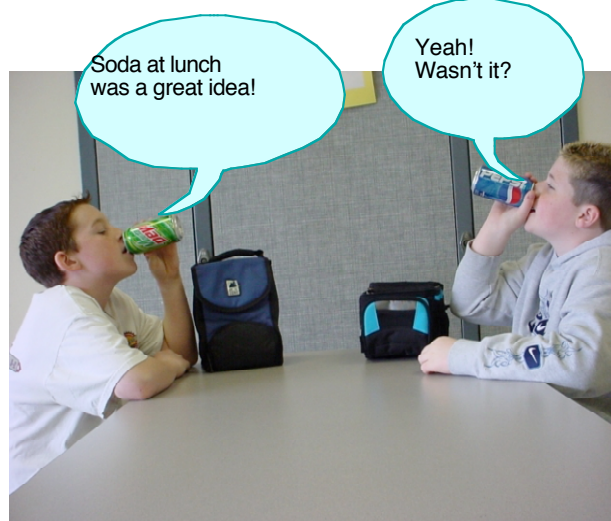
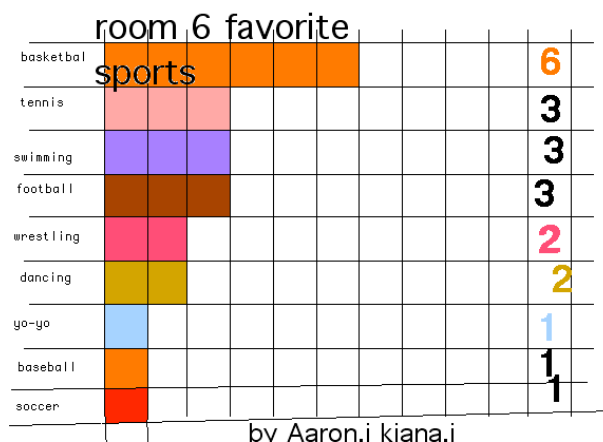
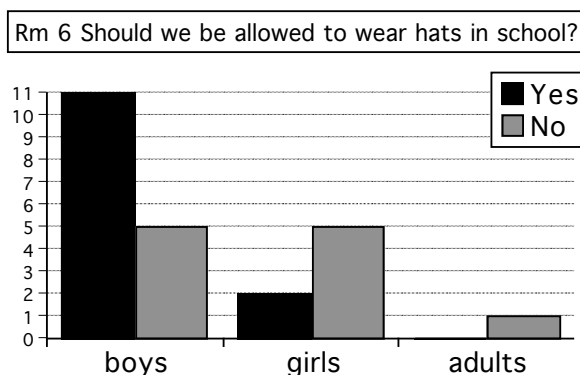


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# 1. Plan a Survey

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We're going to do a survey. We need to pick a topic or issue.



\_\_\_\_\_ **will lead brainstorm #1.**



\_\_\_\_\_ **will record ideas.**

You can use Inspiration or Kidspiration for brainstorming.

1. Everyone can suggest a topic.
2. There are no "bad" suggestions.
3. We'll go in a fast circle. Say your idea, or say "pass."
4. \_\_\_\_\_ will type the ideas.
3. Afterwards, we'll choose one topic or issue.
6. Any questions?

**Save as:** \_\_\_\_\_ **Location:** \_\_\_\_\_

Our survey topic: \_\_\_\_\_

Next, we'll brainstorm some questions to ask in our survey.



\_\_\_\_\_ **will lead brainstorm #2.**



\_\_\_\_\_ **will record ideas.**

Our survey questions are \_\_\_\_\_

We need to collect additional information, such as

\_\_\_\_ name      \_\_\_\_ grade      \_\_\_\_ boy or \_\_\_\_ girl

\_\_\_\_ other: \_\_\_\_\_ other: \_\_\_\_\_



## 2. Create a Survey

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\_\_\_\_\_ will design the surveys.

**Save as:** \_\_\_\_\_ **Location:** \_\_\_\_\_



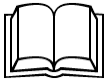
\_\_\_\_\_ will print the surveys.

1. How many surveys will print on each page? \_\_\_\_\_
2. How many people will take the survey? \_\_\_\_\_
3. How many pages do you need to print? \_\_\_\_\_



\_\_\_\_\_ will write a letter to the teachers.

**Save as:** \_\_\_\_\_ **Location:** \_\_\_\_\_



\_\_\_\_\_ will edit the survey instructions.

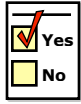
**Save as:** \_\_\_\_\_ **Location:** \_\_\_\_\_



\_\_\_\_\_ will put the surveys in envelopes.

1. Which class(es)?
2. How many people in the class?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



### 3. Conduct a Survey

*Note: Print one of these pages per class/group.*

**Room:** \_\_\_\_\_

Our survey is about \_\_\_\_\_.



\_\_\_\_\_ **will explain the surveys.**

1. This survey is about \_\_\_\_\_.
2. You can only check one box for each part.
3. Check if you're a boy or girl.
4. Check your room and grade.
5. Don't write your name on it.
6. Any questions?



\_\_\_\_\_ **will hand out the surveys.**

1. The surveys are in the brown envelope marked Room \_\_\_\_\_.
2. One survey per person.



\_\_\_\_\_ **will collect the surveys.**

1. Put them back in the brown envelope.
2. Return the envelope to \_\_\_\_\_.



\_\_\_\_\_ **will collect some quotes using the**

\_\_\_ AlphaSmart      \_\_\_ Audio Recorder  
\_\_\_ Video Camera      \_\_\_ Note Pad

1. Record the name, grade & room number for each quote.
2. Check the spelling on each person's name.
3. Return the equipment to \_\_\_\_\_.
4. Return the quotes to \_\_\_\_\_.

**Save as:** \_\_\_\_\_ **Location:** \_\_\_\_\_



## 4. Tally a Survey

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*Note: Print one of these pages per class/group.*

It's time to count up the results of our survey for Room \_\_\_\_.



\_\_\_\_\_ **will sort the surveys.**



\_\_\_\_\_ **will count the surveys.**



\_\_\_\_\_ **will enter the data.**

**Open the file:** \_\_\_\_\_ **Location:** \_\_\_\_\_

1. Sort the surveys by the answers to question #1
2. Count how many are in each pile.
3. Record the results in the spread sheet chart: \_\_\_\_\_
4. Sort the piles above into piles of **boys** and **girls**.
5. Record the separate responses for boys and girls on the chart.
6. Sort the piles above by **grade level**.
7. Record the separate responses for each grade on the chart.
8. Sort the piles above by **room number**.
9. Record the separate responses for each room on the chart.

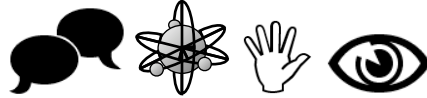
Other Ways to Sort Your Surveys:

**Save as:** \_\_\_\_\_ **Location:** \_\_\_\_\_



## 5. Graph a Survey

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\_\_\_\_\_ will make a graph for Room \_\_\_\_\_.

▫ **Use the Data Spreadsheet (4th - 5th)**

**Open the File:** \_\_\_\_\_ **Location:** \_\_\_\_\_

1. Select an area of your chart.
2. Highlight the data you want to graph.
3. Choose "Make Chart" from the Options menu.
4. Look carefully at your chart. What does it communicate?
5. Try different charts to see what works best to represent your data.

▫ **Use a Paint Program (all grades)**

**Open the File:** \_\_\_\_\_ **Location:** \_\_\_\_\_

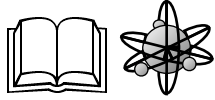
Use the Text tool to label your graph.

Use the Paint bucket (or stamps) to fill in your graph.



## 6. Write & Illustrate a Survey

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\_\_\_\_\_ will write a couple of paragraphs describing what we did for this survey project.

Save as: \_\_\_\_\_ Location: \_\_\_\_\_



\_\_\_\_\_ will write a couple of paragraphs describing what we learned from the data and graphs.

Save as: \_\_\_\_\_ Location: \_\_\_\_\_



\_\_\_\_\_ will organize and write about the quotes we collected.

Save as: \_\_\_\_\_ Location: \_\_\_\_\_



\_\_\_\_\_ will make a drawing or photo illustration for the survey report.

You can use a camera, a drawing, or any software in the lab.

Save as: \_\_\_\_\_ Location: \_\_\_\_\_



## 7. Write an Editorial for a Survey

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\_\_\_\_\_ will brainstorm  
pro and con arguments about our topic.

Open Pros & Cons: \_\_\_\_\_ Location: \_\_\_\_\_  
Save Your Work!



\_\_\_\_\_ will write an editorial  
about our survey topic, using the arguments made above.

Plan your editorial arguments with the Pros and Cons chart.

Save the file as: \_\_\_\_\_ Location: \_\_\_\_\_  
Save Your Work!





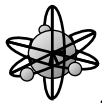
## 8. Put Together a Survey Report

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\_\_\_\_\_ will insert stories, graphs & drawings into the report.

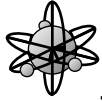
Open the file: \_\_\_\_\_ Location: \_\_\_\_\_



\_\_\_\_\_ will count how many reports we need



\_\_\_\_\_ will photocopy and staple reports.



\_\_\_\_\_ will publish the report on the web.



# Survey Data Sheet

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**Use this spreadsheet to record your results.  
Label the chart, then type in the numbers**

Question:					



# Survey Graph

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Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Title of Graph: \_\_\_\_\_


About Our Graph:



# Pro's and Con's



Name:



Date:



Question:



In Favor:



Against:



*Counter:*



*Counter:*



Conclusion:



Survey Topic:

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Name(s):

Room #

What We Did:

What we learned from the data and graphs:

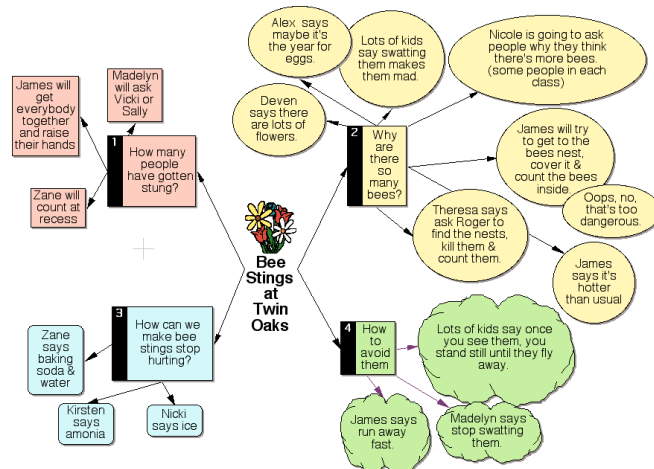
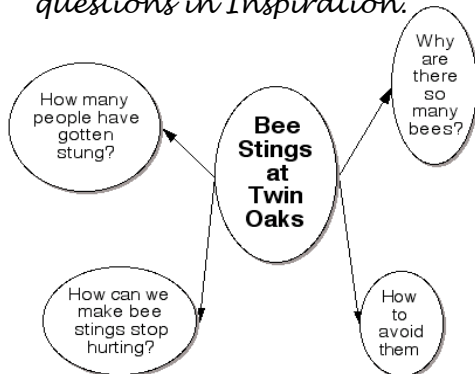
What we learned from the quotes:

What we learned doing other activities for this project:

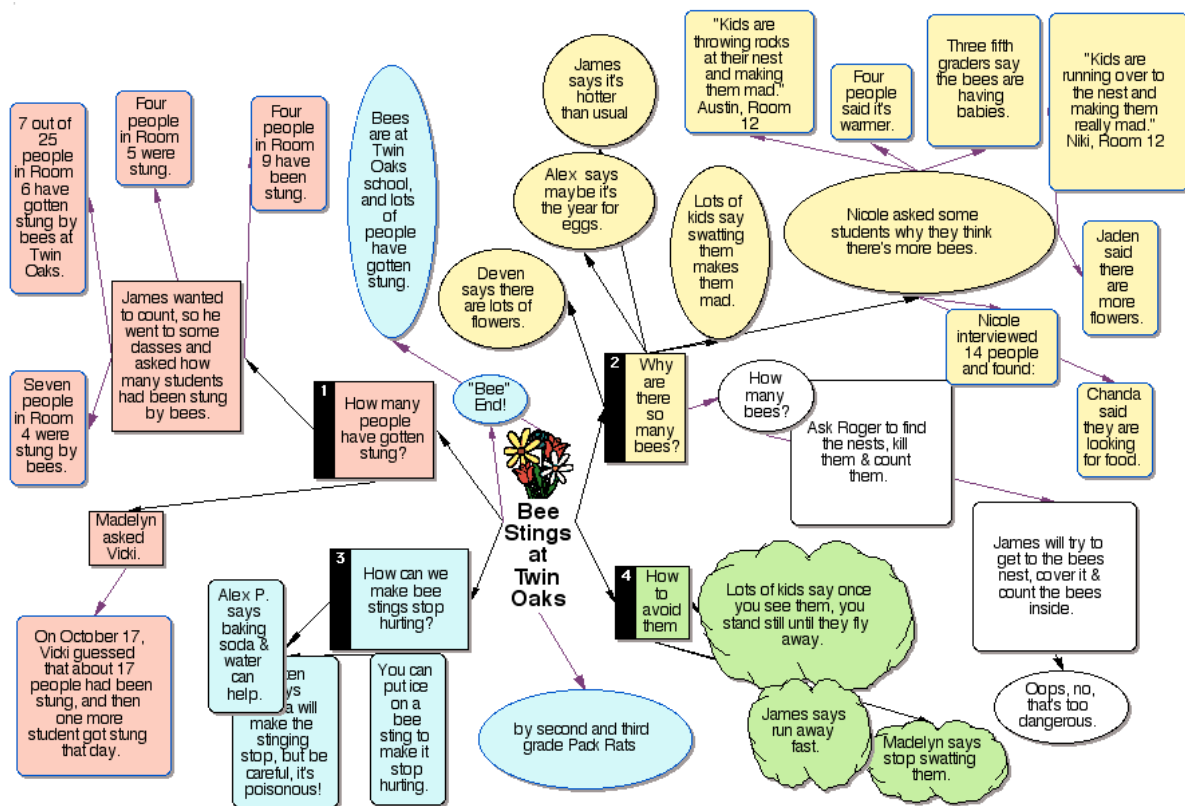


# Survey Example: Bee Stings

1. Second- & third-grade students choose a current topic and brainstorm their questions in Inspiration.



2. Students prioritize the questions and brainstorm possible ways to find answers.



3. Results are recorded on the same mind map. When we turn it into an outline, it helps us write.



# Survey Example: Bee Stings



Alex P.

## Bees Sting at Twin Oaks

by Nicki G, Alex P., Deven,  
Madelyn, Theresa, James, Jaime,  
Zane,

Bees are at Twin Oaks school, and  
lots of people have gotten stung.



Nicole

### Why are there so many bees?

Lots of kids say swatting them makes them mad. Deven  
says there are lots of flowers. Nicole asked some



Zane

students why they  
think there's more  
bees. Nicole

interviewed 14 people and found:

"Kids are throwing rocks at their nest and making them mad."

Austin, Room 12

"Kids are running over to the nest and making them really mad."

Niki, Room 12

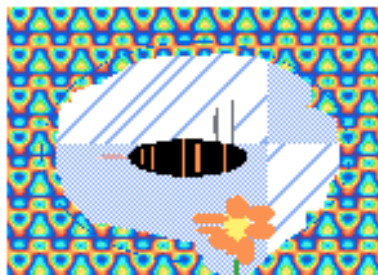
Four people said it's warmer. Three fifth graders say the bees are  
having babies. Jaden said there are more flowers. Chanda said  
they are looking for food. Alex says maybe it's the year for eggs.  
James says it's hotter than usual.

### How many people have gotten stung?

Madelyn asked Vicki. On October 17, Vicki guessed that about 17  
people had been stung, and then one more student got stung that day.  
James wanted to count, so he went to some classes and asked how  
many students had been stung by bees. Seven people in Room 4 were  
stung by bees. Four people in Room 5 were stung. Seven out of 25  
people in Room 6 have gotten stung by bees at Twin Oaks. Four people  
in Room 9 have been stung.



Clayton



Madelyn

### How to avoid them

Lots of kids say once you see them,  
you stand still until they fly away. Madelyn says stop swatting them.  
James says run away fast.

### How can we make bee stings stop hurting?

Alex P. says baking soda & water can help. You can put ice on a  
bee sting to make it stop hurting. Kirsten says amonia will make the  
stinging stop, but be careful, it's poisonous!

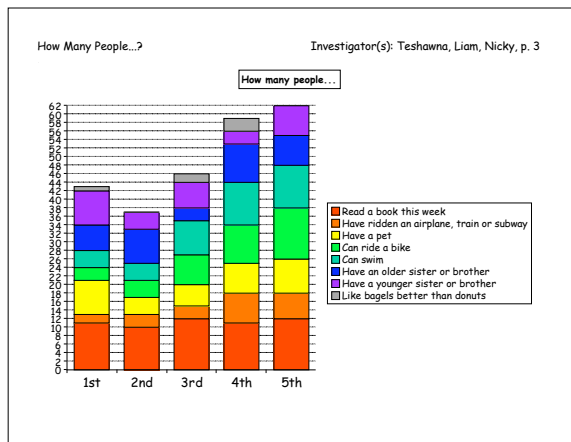
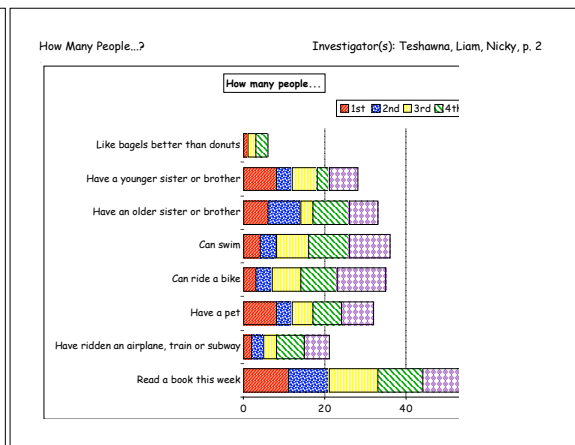
"Bee" End!



# Survey Example: How Many People?

How Many People...? Investigator(s): Teshawna, Liam, Nicky, p. 1

How many people...	Read a book this week	Have ridden an airplane, train or subway	Have a pet	Can ride a bike	Can swim	Have an older sister or brother	Have a younger sister or brother	Like bagels better than donuts
1st	11	2	8	3	4	6	8	1
2nd	10	3	4	4	4	8	4	0
3rd	12	3	5	7	8	3	6	2
4th	11	7	7	9	10	3	3	3
5th	12	6	8	12	10	7	7	0
Total	56	21	32	35	36	33	28	6



How Many People...? Investigator(s): Teshawna, Liam, Nicky, p. 4

**What we did**

We chose some questions.

We asked everybody in the class the questions.

We wrote down the numbers.

We put the numbers in the computer.

We saw a picture that you call a graph.

The picture shows the numbers.

We wrote this story!

The end!

**What we learned**

We know how to type in our

We know not many kids like bagels more than donuts, but thought that already.

Most kids read a book this week.

More 5th graders can ride and swim than the other kids.

It's cool to see the numbers make a graph.





# Survey Example: Soda at School

*Our school-wide survey provided a wide variety of opportunities for collaborating and practicing skills. We paired students with complimentary abilities. A quiet, academically gifted student might come to respect that talkative kid from the resource room because she wasn't afraid to talk in front of a group!*

1. We brainstormed a topic, and questions for our survey.
2. We created a survey in AppleWorks.
3. We picked survey jobs.
4. We presented the survey to our classes and collected the survey forms.
5. We passed around an AlphaSmart to collect quotes. We put the quotes into AppleWorks and chose the best ones.
6. We counted the Yes and No votes and put the information in an Appleworks spreadsheet.
7. We chose "Make Chart" and experimented with different kinds of charts.
8. We made a chart of pro's and con's.
9. We set up a photo and put it in AppleWorks Drawing and added "talking bubbles" for an illustration.
10. We put the whole thing together in an AppleWorks Draw document and published it in our school newspaper.

	Yes	No
Room 3	11	14
Room 4	2	11
Room 8	2	24

## **SODA SURVEY JOBS, April 2003:**

- **Design Survey:** Kelby & David
- **Give Survey:** Everybody
- **Graphs:** Derek & Matt
- **Paragraph:** Amy, Jacob
- **Quotes:** Jordan & Hannah
- **Illustration:** Casey & Chris
- **Debate:** Kayla & Amber

## **Twin Oaks Soda Survey 2003**

Should soda be sold in the school cafeteria?  
Yes      No

What flavors of soda would you want?

Should we have caffeine-free soda only?  
Yes      No

Are You a...  
Boy      Girl      Adult

**Grade:**  
4th      5th

Room # \_\_\_\_\_





# Survey Example: Soda at School

Page 2

News of the Blues  
Twin Oaks Elementary

June 2003

## Soda at lunch?

By Amy P.

The fourth and fifth grade Pack Rats have recently created a survey talking about if soda pop should be aloud in school. We did lots of things to start the survey. To begin we had to decide what we wanted to survey about. After we decided that we had to decide what questions we wanted to ask. Next we had to decide how to categorize the people. Next we chose to put a picture on our survey. Last but not least we needed to know how many survey sheets to print.

By Jacob J.

What we found out about the soda survey is most of the kids we asked said yes. Most of the adults said no. The kids out voted the teachers. The yeses out voted the nos. We found out this information a bar graph. We found out that the other graphs did not work quite well. The caffeine free sodas out voted the not caffeine free.

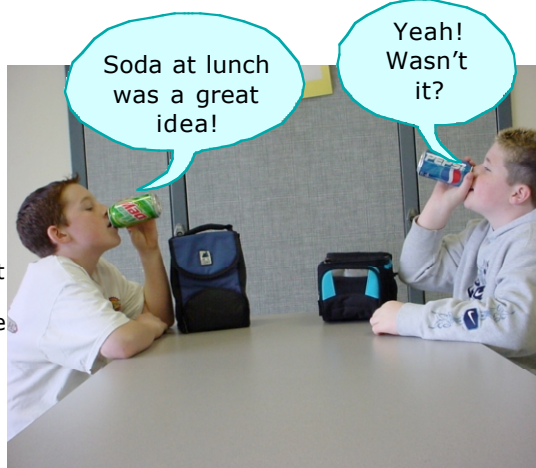


Photo by Trevor; illustration by Casey M. & Chris W.

## Soda Quotes

By Hannah M & Jordan D

1)" I think we should be able to have pop because if people paid for the pop it would give money to the school. Samuel H. Room 8"

2)"I think we should have pop because if you have to pay for it haves to go the schools and they will get more money Tyler H room 8"

3) "Hannah M. I think we should be able to have soda because if kids at Kennedy can have pop so should we 7up(caffeine free)"

4)"I would like to have soda because it has good flavor. Jordan D room 3"

5) Luke Room 3: "don't like it. no flavor "

## Soda Argument

Argument

Good reason to Have Soda



1. Schools can make money off selling soda and recycling cans
2. Gives kids energy to do things
3. Kids will stay awake during class

By Amber L., Kayla G., and Kenya

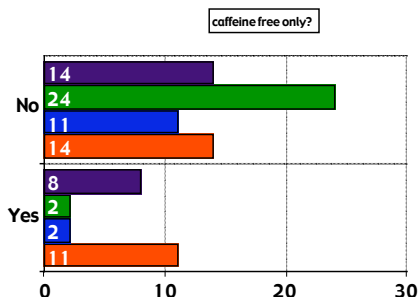
Counter-argument

Good reason not to have soda

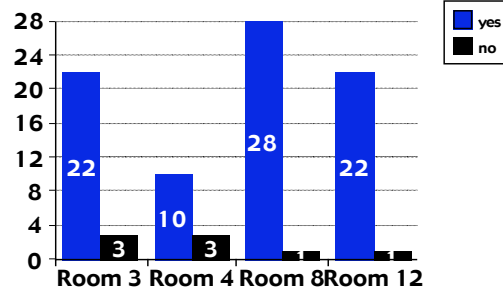


1. Lose money because of problem or damage because it takes time and energy
2. not good for kids not nutritious if you sold it for too much money and kids won't buy and bring their own
3. Make kids too hyper and uncontrollable for teachers

## Graphs by Derek, Matt, Chris & Casey



## Should we have Soda ?





# Survey Example: Hats

**The Twin Oaks Times**

**January 2004**

## Room 6 Hat Survey Report

by Kyla H. and Nic F., 3rd grade

We surveyed our class about hats. We asked, "Should we be allowed to wear hats in school?" Eleven boys said yes and 5 boys said no. Two girls said yes and 5 girls said no. One adult said no. Two students said we should be allowed to wear hats in school but they would not wear one.

One anonymous student said, "Hats aren't dangerous, they're just this thing on your head, but I don't want to wear one even if I can."

Room 6		
Should we be allowed to wear hats in school?		
	Yes	No
boys	11	5
girls	2	5
adults		1

### Hats Editorial

by Michelle O.

#### A. we should have hats.

1. because it keeps the sun out of our eyes.
2. because it keeps our ears warm.
3. because some kids don't like the way there hair is.

#### B. Why we shouldn't have hats.

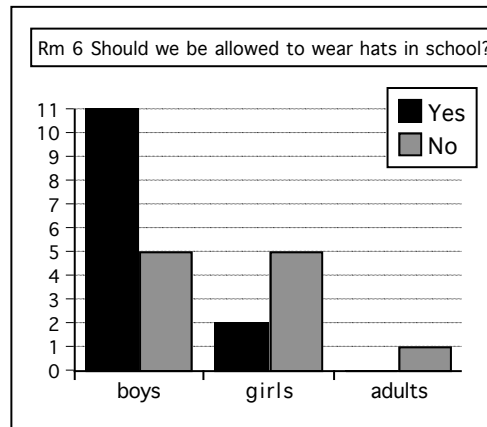
1. Because if kids share hats they can get head lice.
- a. Well then we can have a rule of no sharing hats!
- b. But what if the kids don't follow the rule.
- c. Well then if they don't listen that certain kid won't be able to ware hats.
- d. Well what if another kid steals another kids hat!
- e. Then when the kids aren't wearing there hats they can have there hat in their backpack or desk, and if a kid steals it then the kid who stole it can get an uh-ho and he/she can not wear a hat for the rest of the year!

#### f. Hats are a distraction!

1. The kids will play with them during class.
- a. Well then we can have a rule of no playing with your hats during class and if they don't listen then the teachers can take away there hats until they think they deserve to have their hat back.

#### C. Facts

1. It is a fact that in New Zealand kids have to wear hats to school to keep the sun out of their eyes.
2. it is also a fact that hats keep sun out of our eyes



If you don't want to look like a rat then don't put on a hat. If you don't want people making fun of you then don't put on a hat. We want to keep the same rules. Don't change the rules.  
By Amber Y.



Page 2

I wish we could wear hats in school!

ya this is my fave hat of all.



Illustration by Gabriela B.

Twin Oaks School, Eugene Oregon